DOCUMENT RESUME

ED 387 610 CE 069 966

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TITLE Teachers with Special Needs: Training for Teachers of Adults with Learning Difficulties.
INSTITUTION Sussex Univ. (England). Centre for Continuing Education.
PUB DATE Mar 95
NOTE 50p.; Commissioned by the East Sussex County Council.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Access to Education; *Adult Education; Adult Educators; Educational Legislation; *Educational Needs; Educational Research; Foreign Countries; *Learning Problems; Staff Development; Teacher Attitudes; Teacher Education
IDENTIFIERS England (East Sussex)

ABSTRACT

A British study investigated the training and staff development needs of tutors and organizers of education for adults with learning difficulties in East Sussex. It also reviewed relevant accredited staff development opportunities available nationally. A questionnaire was used to survey the perceived training needs of tutors and coordinators. Responses were received from 10 coordinators and 52 tutors. Follow-up interviews were conducted with all 10 coordinators and 20 tutors (some nonrespondents). Research into the national picture found a rather fragmented and piecemeal approach to staff development. Key issues were coping with the change brought about by the 1992 Further and Higher Education Act, funding, and philosophy. No local education authority had a strategy for staff development that encompassed all aspects of learning difficulties provision. Research into the local picture found a variety of groups and organizations that were or would be interested in being involved in training. Findings indicated the following: 6 coordinators and 46 percent of tutors had no specific training for work with adults with learning difficulties; coordinators and 80 percent of tutors could not identify training programs to which they would like access; and the most frequently mentioned content areas for training were behavioral issues, progression, curriculum development, integration, and managing support. (Appendixes include Schedule 2 of the Act, resources and contacts, and 11-item bibliography.) (YLB)

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ED 387 610

UNIVERSITY OF SUSSEX

CENTRE FOR CONTINUING EDUCATION

TEACHERS WITH SPECIAL NEEDS:

training for teachers of adults with learning difficulties

UNIVERSITY OF SUSSEX AT BRIGHTON

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March 1995

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CONTENTS

PART ONE: The Summary

I.	Introduction	1
II.	Summary of Research Findings	2
III.	Recommendations	5

PART TWO: The Detail

I.	The Research Methods	7
II.	Training: The National Picture	9
III.	Training: The Local Picture	22
IV.	Analysis of Co-ordinators' Responses	26
V.	Analysis of Tutors' Responses	32

PART THREE: The Appendices

1.	Criteria for Colleges to bid for LEA funding	38
2.	Schedule 2	39
3.	Elements of Effective Provision	40
4.	Outline Syllabus for co-ordinators' training	41
5.	Resources and Contacts	42
6.	Bibliography	46

PART ONE: THE SUMMARY

I. INTRODUCTION

The Further and Higher Education Act 1992 (F&HE Act) divided responsibility for provision for adults with learning difficulties, between a new body, the Further Education Funding Council (FEFC), and Local Education Authorities (LEAs). The FEFC is, among other things, required to secure 'adequate' facilities for part-time education for those over school age, and full-time education for those age 19 and over, where this provision falls within the scope of Schedule 2 of the Act (see Appendix 2 for details). The LEAs retained a statutory duty to secure an 'adequate' range of all other kinds of further education that were not the responsibility of the Funding Council.

In East Sussex, prior to the 1992 Act, all provision for adults with learning difficulties had been devolved to the responsibility of the County's FE Colleges. The Authority, therefore, had to set about unravelling the type of provision and its cost according to the requirements of the Act. This meant that, once this exercise was completed, the LEA found itself with the money and the responsibility for making certain types of provision (known as non-Schedule 2). The LEA decided that it would make this money available on a bid basis to institutions recognised as partners within the adult education field - FE Colleges, Community Colleges etc. - against a set of criteria. (See Appendix 1 for details of these criteria.)

As a result of this LEA activity there was a significant increase in the amount of provision being made across the County. It soon became clear to officers at County Hall that the dramatic increase in provision for learners had not been matched by provision of training for teachers. It was this, together with the modest assumption that nobody knew what sort of training was needed, that provided the trigger for the commissioning of this research.

The research brief was to:

- determine the training and staff development needs of tutors and organisers;
- undertake a review of relevant accredited staff development opportunities available nationally;
- make proposals for an appropriate staff training programme for 1995/6

What follows is the result of that research which was carried out on a part-time basis between October 1994 and March 1995.

II. SUMMARY OF RESEARCH FINDINGS

GENERAL

- Care in the Community and other social policy initiatives have resulted in people with learning difficulties being subjected to massive social change.
- There is much national activity around the issue of education and training for adults with learning difficulties at present but this has not yet translated itself into coherent programmes of training and staff development for teachers.
- There is evidence that some work with adults with learning difficulties in East Sussex is still based on a medical or deficit model. Experts consulted believe this model to be outmoded and restricting.
- There is a need for a clearer statement from the Local Education Authority about the basis for its work with adults with learning difficulties which will drive the development of provision.
- There is very little evidence of inter-institutional co-operation over provision for adults with learning difficulties in the County.
- There is little evidence of co-ordinated planning of provision.
- There is presently no easily accessible specialist training on offer for either tutors or co-ordinators working in East Sussex.
- The LEA criteria for non-Schedule 2 funding encourages the provision of discrete courses only. Many LEAs are moving away from this mode except as stepping stones to more *inclusive* provision.
- There is no national 'off the shelf' programme of accredited training for tutors at the 'foundation' level available at present.

CO-ORDINATORS

- Four co-ordinators commented that the Local Education Authority decisions on the selection and funding of projects could be more transparent.
- FE College co-ordinators are more likely than their counterparts in Community Colleges to be specialists in the field of learning difficulties (and more likely to be full time).
- Co-ordinators see their role as supporting tutors but do not interpret this as providing training.
- Six co-ordinators have no specific training for work with adults with learning difficulties and five of these are in Community Colleges.
- Co-ordinators could not identify training programmes to which they would like access.
- Nine co-ordinators made no reference to wanting access to accredited training for themselves when completing the questionnaire but three modified this position in subsequent discussion.

TUTORS

- There is no significant difference between co-ordinators' perceptions of tutors' training needs and tutors' own perceptions.
- There is no significant difference between FE and Community College tutors when it comes to weekly teaching hours. The mode is 2hrs (20) and the mean 5.4hrs.
- Community College tutors have less experience than those in FE.
- The range of the curriculum is wider in FE than in Community Colleges - 40% of the work in CCs falls under 'art/craft/woodwork'.
- 51% of FE tutors and 13% of Community College tutors are 'qualified' teachers of adults.
- 46% of all tutors report no training to work with adults with learning difficulties or other relevant training.
- 80% of tutors know of no training provision to which they would like access.

- As many tutors look to colleagues for support as look to line managers/co-ordinators.

- The most frequently mentioned content areas for training were: behavioural issues (21); progression and recording it (18); curriculum development/updating (15); integration (11);managing support (10).

- 46% of FE and 60% of Community College tutors said that they preferred weekend training events.

- Very few tutors were looking for long courses of training.

III. RECOMMENDATIONS

- All providers of staff development should review their programmes to ensure that disability issues are addressed at all stages and for all levels of staff.

- There is an urgent need to make provision for the training of co-ordinators in Community Colleges (possibly as part of the pilot for the new NIACE pack - Summer 1995). An outline syllabus is appended (Appendix 4)

- A 'Handbook for Co-ordinators' should be produced alongside the training mentioned in bullet point 2 to be part guide to good practice and part guide to information and resources.

- Co-ordinators in FE Colleges have their staff development needs assessed and provided for by their employing College. There is no role for the LEA in that process nor does there need to be.

- Co-ordinators in FE Colleges should continue to have free of charge access to any appropriate LEA training

- All tutors working with adults with learning difficulties should be expected, as a minimum, to undertake a foundation training programme (analogous to the City & Guilds 928 series for ABE, and of similar duration). The LEA should consider attaching conditions to its funding to support this expectation.

- FE Colleges and other agencies should be invited to make application to develop the foundation programme in time for it to be offered in the Autumn term 1995. The programme should lead to accreditation through City & Guilds, The Open College Network or the University of Brighton or some combination of these, and consideration should also be given to it attracting the City & Guilds' Foundation Certificate in Teaching, Training and Development.

- The City & Guilds 730 series should be regarded as the standard teaching qualification for all work with adults (including those with learning difficulties) and any specialist provision at foundation level should take account of that, especially where remission policies are concerned.

- Access to the City & Guilds 7401 (Certificate in Continuing Professional Development - Special Needs) should be available for co-ordinators and experienced tutors, with LEA support. Local FE Colleges should be encouraged to consider offering this qualification.

- Tutors should have access to relevant and local one-off training events which should be of good quality. The LEA should endeavour to secure six of these events during 1995/6.

- The LEA should encourage providers of the City & Guilds 9282 to consider running one course a year in the County specifically geared to tutors working with adults with learning difficulties.

- The LEA should discuss with Social Services and Health Authorities the possibility of mounting an annual one day inter-agency conference which might attract a wide range of participants including students.

- A stimulus towards greater inter-agency co-operation would be the setting up of area co-ordinating groups through which funding could be channelled.

- Consideration should be given to the way in which adults with learning difficulties can themselves contribute to the staff development process.

- Organisations well placed to take a pan-institutional view should consider whether the North-West Link-Up model could be introduced with benefit into Sussex.

PART TWO: THE DETAIL

I. THE RESEARCH METHODS

The Project Steering Group, which was established at the outset of the research and which met on four occasions, was a very important point of reference for the research and the researcher. It acted as a *critical friend* to the researcher and facilitated the development of ideas and structures.

An early decision was taken by the researcher with the support of the Project Steering Group, to survey the perceived training needs of tutors and co-ordinators by means of a questionnaire. This was to be followed up with interviews (group and individual) with as many of the tutors as time permitted and with all the co-ordinators. A list of tutors and co-ordinators was provided by the LEA (except in the case of the University where the list was handed directly to the researcher) and, initially, these were thought to be definitive. The lists contained the names of 83 tutors, of whom 4 were named twice, and 13 'main contacts' who were assumed to be the co-ordinators. One FE College was shown as having 3 main contacts but it was quickly established that only one of these could be regarded as co-ordinating non-Schedule 2 work.

As a starting point the LEA list was invaluable but it was not without its problems. In two cases - both Community Colleges - the person named as the main contact was nominally the co-ordinator in that they handled the negotiations with the LEA and controlled the budget but, since they were both senior members of the College staff and non-specialists in this field, they had delegated the day-to-day running of the programme to what might be called 'senior tutors'. In other words, the co-ordinating function was divided and in one case the senior tutor was treated as the co-ordinator and in the other case the senior manager.

When it came to the tutors' list it was found that, in the case of one of the FE Colleges, the names provided were only of those people working inside the College: there were another 9 tutors working 'in the community'. At another FE College the researcher was told that the list was 'out of date' and that a number of tutors listed were no longer working with adults with learning difficulties. It would be impossible to say categorically exactly how many tutors are working in this field but, as a result of this research, a best estimate would be 85.

Questionnaires were received from 10 of the 11 co-ordinators and from 52 of the tutors. The tutors' response rate was 61 per cent - high for a survey of its type.

In follow-up meetings/interviews the researcher talked with all ten of the co-ordinators who had responded and to 20 of the tutors, some of whom were

non-respondents. As well as providing useful additional information and allowing for clarification of points raised by completion of the questionnaire it became clear that both the questionnaire and the meetings were forms of staff development in their own right. There was the reflection on practice which was encouraged by answering the questions and then additionally, for some tutors, the opportunity to come together in groups where they were inevitably sharing concerns and exploring aspects of good practice. The reflection was also much present in the meetings with co-ordinators and, in the case of those in FE Colleges, there was a strong inclination to want to explore the changes, both political and andragogic, that have affected FE since incorporation.

Although the remit for the research placed a clear focus on training and staff development, the researcher anticipated from the outset that any question of training could not be entirely dissociated from issues of *good practice*. In gathering evidence this proved to be exactly the case: no Local Authority contact, for example, talked about training without weaving into the narrative some notions, often very vivid ones, of the way practice was developing in their LEA. There are, therefore, places in this report where it deviates from its specific brief into these *good practice* issues. The researcher is persuaded from the evidence that the best practice in services for students with learning difficulties is found where staff development policies are harnessed to explicit philosophies and clear development strategies. This is the justification for such deviation.

A major weakness of the research is that it has not been possible to secure a students' view on the question of the training needs of tutors. This is especially frustrating since the Tomlinson Committee (see the section on The National Picture for further information about this Committee) has been carrying out an extensive exercise in consulting student groups around the country and has been receiving information which would have been of value to this project: unfortunately all the feedback from those consultations remains confidential to the Committee. The King's Fund Centre in London carried out an interrogation of its own database for this project but could find no documented reference to students views of learning services.

Information about the national picture was greatly facilitated by an early meeting with Jeannie Sutcliffe of NIACE who gave many useful leads. When it came to seeking out views from contacts outside East Sussex the researcher was at an advantage by having worked in adult education in England for many years.

Almost everybody contacted responded readily and willingly: time was found to attend meetings, to complete questionnaires and to make written responses. Grateful thanks is extended to all those people.

II. TRAINING: THE NATIONAL PICTURE

FURTHER EDUCATION FUNDING COUNCIL AND THE TOMLINSON COMMITTEE

In the Introduction to this report, reference was made to the way in which the 1992 Further and Higher Education Act divided responsibility for the adult curriculum between the FEFC and Local Education Authorities. Since that time the FEFC and its constituent institutions have been struggling to make sense of that division and to come to some sensible conclusion about opening access to good quality programmes for people with learning difficulties and disabilities. In 1993 the FEFC decided to set up a prestigious committee to review provision in England and to advise the Council about what it can do to ensure that students with learning difficulties and/or disabilities can take a full part in further education. The Committee, which is chaired by Professor John Tomlinson, has been given up to three years to complete its work. There seems little doubt that its findings will have a major impact on the field.

The researcher managed to obtain sight of an early draft of a report researched and prepared by the Further Education Unit for the Committee and the following comments are extracted from that report:

- there is a significant variation in interpretation of what is and is not Schedule 2 work;
- LEA and voluntary adult education providers are more likely than FE Colleges to respond positively to the needs of people with profound and multiple handicaps;
- teaching strategies amongst mainstream tutors were seen as excluding some students with disabilities;
- some institutions have found that making discrete provision is more cost effective;
- discrete programmes are, increasingly, being seen as starting points and as ways of facilitating progression rather than as an entirely separate curriculum;
- there are fewer routes for students between establishments since incorporation;

- increasing accreditation of courses has staff training implications - part-time tutors may not be familiar with record keeping and accreditation systems;

- Gloucestershire has developed principles of adequacy which include needs analysis, collaborative cross-County working, range of learning modes and encouragement for first time users; (LEAs are charged with securing 'adequate' provision)

- provision is now more learning led than disability led;

- the problems of informing and training such a diverse part-time workforce are noteworthy;

- there is considerable value in networking across agencies.

THE NATIONAL INSTITUTE OF ADULT AND CONTINUING EDUCATION

The National Institute is very active in this work, supporting a major project called 'Continuing Education for Adults with Learning Difficulties' which is co-ordinated by one of the best known figures in the field, Jeannie Sutcliffe. This partnership has resulted in the production of several publications which are highly regarded by practitioners, including the seminal textbook; *Adults with Learning Difficulties: Education for Choice and Empowerment.* Full reference to these publications is made in the Resources and Bibliography sections of this report.

In its evidence to the Tomlinson Committee, NIACE made the following points which have a bearing on this research project:

- providers should establish inter-agency forums to map, monitor and plan for developments;

- specialist modules should be developed as part of existing professional qualifications;

- Tomlinson should undertake (or secure) a major review of professional training in this area;

- There is a need for colleges and other providers to break away from offering only segregated learning opportunities;

- tutors and organisers are often isolated and of low status - there is a wide need for staff development opportunities.

The Institute has secured funding from a number of sources to develop new initiatives (see below) in work with adults with learning difficulties. Two of these initiatives are concerned with staff development and are, therefore, of particular relevance to this research.

1. Department of Health project on developing integrated learning

   A major part of this project is the production of a resource pack aimed at supporting the development of staff who co-ordinate integrated learning. The pack is to be piloted by 10 study groups from April to July 1995 and, as a result of this research initiative, East Sussex LEA has indicated that it would be interested in being one of the pilot areas.

2. Baring Foundation staff development pack

   This pack is about teaching skills for staff (particularly new ones) who are working with adults with learning difficulties. Topics will include:

   - inter-agency working,
   - assessment,
   - self advocacy,
   - setting aims and objectives,
   - planning and recording learning,
   - learning materials,
   - evaluation,
   - progression,
   - accreditation.

   The material will also be piloted during summer 1995.

3. Joseph Rowntree Foundation project.

   This project, which will be carried out by NIACE in collaboration with the Norah Fry Research Centre, will explore the impact of the F&HE Act (1992) on the organisation and delivery of services to adults with learning difficulties in colleges and LEAs. It will be operational during 1995.

A 'SPECIAL' PROFESSIONALISM

In June 1984 the Advisory Committee on the Supply and Education of Teachers (ACSET) published advice to the Secretaries of State on teacher training and special educational needs (DES, 1984). This recommended, among other things, that all FE teachers should be prepared to recognise special educational needs and to make an effective response. In response, the Department of Education and Science set up a Working Group (The FE special needs teacher training working party) in February 1986 and it was this group which produced, in 1987, the report called *A 'Special' Professionalism* (DES 1987).

This wide ranging report explores "current and likely future training needs, the content of training programmes that would meet these needs and the ways in which training might best be delivered." It recommends the creation of a wide range of development opportunities for staff at all levels in the system.

An early point made in this report is that; "Training in this area of work starts from a low base and will need time to develop." Sadly, eight years later, that development seems not to have taken place. In fact, a new group has formed under the aegis of SENTC (Special Educational Needs Training Consortium) and SKILL: The National Bureau for Students with Disabilities which hopes to take a fresh look at the issues and to bring some influence to bear on future directions - see next section.

Although there are aspects of *A 'Special' Professionalism* which are in need of review and updating - the growing trend in FE towards cross-college learning support services, for example, was not anticipated and these new ways of working are likely to demand some different skills - the model seems sound and well worth drawing on.

The section on curriculum development and implementation seems particularly apposite in the light of responses from tutors and co-ordinators and sets out what might be an appropriate curriculum for any tutor training. The full list follows and bears comparison with the NIACE list above:

- awareness of individual learning needs and the implications these have for teaching
- initial, formative and final assessment procedures
- curriculum design and evaluation techniques
- devising individual learning programmes
- teaching/learning strategies
- designing and adapting learning materials
- strategies for encouraging student self-advocacy

- the availability and use of technical aids
- identifying the need for special examination arrangements
- sources of help and advice
- definition and delineation of the tutor's role and responsibilities in relation to students' emotional and social needs
- classroom and workshop management strategies

SENTC/SKILL FURTHER AND HIGHER EDUCATION MONITORING GROUP

SENTC (Special Educational Needs Training Consortium) is a body which looks at all forms of teacher training in relation to children, young people and adults with disabilities and/or learning difficulties. SKILL, the National Bureau for Students with Disabilities, is a voluntary organisation concerned with developing opportunities in further, higher and adult education for young people and adults with learning difficulties.

In September 1994, SKILL and SENTC held the first meeting of a joint working party to consider the way forward for staff development for staff in further and higher education. The group is convened by Lesley Dee from the London University Institute of Education and was described by Jeannie Sutcliffe as 'high powered'. The researcher was fortunate to be invited to the second meeting of the group.

The following points have emerged from the group's deliberations:

- Institute research has established a link between AE trained teachers and drop-out rates (trained teachers = low drop-out rates).
- *A 'Special' Professionalism* offers a sound model but needs updating.
- A philosophical and conceptual basis for the work in the post-compulsory sector is required which will drive the development of provision.
- Developing progression routes in teacher education is dependent on having an effective accreditation framework. TDLB standards have gone some way to achieving this, however, the standards are general and do not recognise the more specialist aspects of working effectively with students with learning difficulties.
- The current competitive climate between colleges has eroded one of the richest sources of staff development - other practitioners.
- There needs to be a fundamental shift in how <u>all</u> training is delivered so that issues of disability are referred to and embedded in all training. Opportunities for specialist training need to exist alongside this.

THE FURTHER EDUCATION UNIT

The FEU was set up in 1977 to 'promote, encourage and develop the efficient provision of further education' and it now works to the following statement of purpose: 'FEU's concern is the enhancement of the quality of learning in further education'. Much of FEU's advice is contained in its publications which include examples of good practice and case studies. There has been a good deal of attention given to students with learning difficulties and reference to relevant publications and packs is to be found in the Resources section of this report.

Sally Faraday, one of FEU's Development Officers, who has a remit for work concerned with students with learning difficulties was interviewed. As well as indicating the range of work going on and pointing to the most useful of the FEU's publications and resources, she made the following points:

- with the incorporation of FE Colleges, money for staff development is no longer ring-fenced and is generally in the hands of curriculum managers. Special needs co-ordinators report a reduction in resources for training;

- there is still a need for general awareness raising among staff at all levels;

- issues which need to be addressed in 'specialist' training include: language awareness, how to access informal interaction, teaching materials, models of disability (getting away from the 'medical' model), inclusive approaches;

- there need to be 'specialist' Certificate in Education courses;

- FEU bulletins on adults with learning difficulties would, if put together, form the basis for a 30 hour training course;

- co-ordinators need a lot of training in staff development and in how to support staff.

CITY AND GUILDS OF LONDON INSTITUTE

City and Guilds (C&G), the UK's leading assessment and awarding body for vocational qualifications, exists 'to encourage, assess and recognise achievement to the benefit of the individual and industry, commerce and the community.

C&G offers a number of awards within a division called 'Education, Training and Development' and one of these - the 730 series - has become the 'basic' teaching qualification for people teaching in further and adult education in this country. This is offered either as a competency based accreditation (TDLB standards) - the 7306 - or in a more traditional, non-competency based, form - 7307. These qualifications have become well established across East Sussex and there is a high expectation that teachers in adult and further education will obtain one or other of them. C&G is currently in discussion about 7306 coming within the National Vocational Qualification (NVQ) framework at level 3 or 4.

Accredited qualifications for people working in basic education (ABE and ESOL) are offered by C&G - 9282/9283/9284/9285 - and in many parts of the country, including East Sussex, have quickly become a requirement for staff. This model seems to one which would be worth exploring for people working with adults with learning difficulties. The total programme is designed to be a minimum of 30 hours with 16 of these being directed training. It should be noted that there are different practices, in East Sussex and elsewhere, concerning remission offered to holders of 928 initial certificates when they join a 7307 course.

As far as 'specialist' qualifications are concerned, there are now two main possibilities. The Certificate in Continuing Professional Development: Special Needs (7401) is an in-service modular programme for teachers with a particular commitment to students with special needs. This replaced the 7314 in 1991 and differs from that certificate, which was often offered by centres as an alternative to the 730, by having a more rigorous expectation that teachers will already have obtained an initial qualification; 7307 for example. The 7401 scheme consists of four core modules, one optional module and an integrative study and involves a total of about 180 hours of activity. It is not on offer anywhere in East Sussex at present, the nearest centres being Croydon and South Kent.

The second qualification is the Certificate in Learning Support (7321) for those engaged in learning support in a variety of environments including classrooms and social service centres. This is a programme which has been piloted since 1992 and which now operates to guidelines produced in June 1994. The programme involves 90 to 100 hours of study over a minimum period of 6 months with half the time being allocated to a series of taught units. Assessment is based on the demonstration of competence in the workplace and undertaking a workplace project. Centres may include the programme units which lead to other awards providing these relate to the learning support role, for example the British Red Cross Emergency Aid

Certificate and the 9282/3. There are no centres in East Sussex currently offering this Certificate.

The C&G has just begun to offer a new competency based qualification, the Foundation Certificate in Teaching, Training and Development (7323) which is based on the following TDLB standards:

- A221 Identify available learning opportunities
- A222 Identify learning needs with individuals
- B222 Design training and development sessions for learners
- B331 Prepare materials and facilities to support learning
- C211 Establish rapport with learners
- C231 Give presentations to groups
- C232 Facilitate exercises and activities to promote learning in groups
- C241 Demonstrate skills and methods to groups
- C242 Instruct learners
- D112 Conduct formative assessments with learners
- D113 Review progress with learners
- E232 Improve training and development sessions
- E311 Evaluate own practice

Any centre currently offering the 7306 can offer this new award without further ado and there may be some potential in exploring how this could be incorporated into any 'foundation' programme for tutors working with adults with learning difficulties.

TRAINING AND DEVELOPMENT LEAD BODY

In the world of vocational qualifications, no competencies for any particular trade or profession can be established until such time as there is a Lead Body and until these competencies have been described there can be no access to National Vocational Qualifications (NVQ). To date there has been no progress in establishing an Education Lead Body and the vacuum thus created has been partly filled by the TDLB. For example, any teacher involved with NVQs or General NVQs must have or be attaining one or more of the TDLB assessor awards and, the C&G 7306 has been designed according to TDLB standards.

While it is true that many teachers in adult education, including those working in the non-Schedule 2 area with adults with learning difficulties, would not be required to possess a trainer or assessor (TDLB) award, there may be some sense in incorporating these awards into their training programmes where this does not make for unacceptable compromises in delivery style or content. There is also the point, made elsewhere in this report, that the boundary between Schedule 2 and non-Schedule 2 in learning difficulties is not well defined. Tutors may well find themselves crossing this line where centres begin to make decisions about growth of provision and security of funding.

OPEN UNIVERSITY

The Open University is well known for its broad range of distance learning degrees and diplomas. Much of the material (often quite excellent) produced for these courses and also for its Community Education programmes is available for purchase. Study packs produced by the Department of Health and Social Welfare under the heading 'disability' include:

- P555 Mental Handicap: Patterns for Living
  This material is now quite old and work is going on to replace it with a unit called 'Equal People'

- K668 (now called) Learning Disability: Changing Perspectives
  This can be followed as part of an undergraduate programme (½ credit, 30 CATS points) or as a free standing unit

- K665X/K665Y - material for use in workshop sessions with a focus on physical disability

OPEN COLLEGE NETWORKS

Open College Networks (OCNs) are bodies which exist to credit courses for adults within a nationally agreed framework. Any programme can be submitted to an OCN for approval and, in many areas of the country, this route is used to accredit courses which do not fit into the framework of other awarding bodies. The local OCN for people working in East Sussex is called SEANET.

It is possible and quite usual for OCNs to accredit staff development activities and in fact it seems likely that the programme being piloted by NIACE (see above) will be submitted for approval under this arrangement. Certainly it is a route which would be considered by anyone developing, for example, a new training programme for tutors of adults with learning difficulties.

ROYAL SOCIETY OF ARTS

The RSA offers one 'specialist' qualification, the Diploma for Teachers of Pupils with Specific Learning Difficulties, which is mainly intended for school teachers who assist those with literacy problems related to dyslexia. This course is offered at Eastbourne College of Arts and Technology. It is unlikely that this course would be of interest to the tutors who are the focus of this project (no respondents referred to it) and I found no evidence of it being used by other authorities in this way.

OTHER LOCAL EDUCATION AUTHORITIES

The general picture, outlined above, of a rather fragmented and piecemeal approach to staff development in this field, is confirmed by the soundings taken from other LEAs. Key issues over the last two or three years appear to have been (a) coping with the changes brought about by the 1992 Act, (b) funding - many adult education budgets have been cut, (c) philosophy - deciding what exactly the LEA is trying to achieve especially in relation to such topics as 'inclusion' and 'self-advocacy'. While there are examples of good practice in relation to particular parts of the service - training volunteers in befriending schemes, for example - no LEA was found with a strategy for staff development which encompassed all aspects of learning difficulties provision. At least part of this was due to the individuation of FE and the provision of training programmes by the main providers, FE Colleges, based on their own needs and on market forces.

What follows are a number of thumbnail sketches of LEA services and attendant training schemes. These were chosen because they were mentioned by key people, like Jeannie Sutcliffe, or because references to them had been uncovered which suggested that interesting work is/was going on there.

Croydon

In Croydon there is a Borough-wide *Continuing Education and Training Service (CETS)* which operates out of nine centres (three dedicated) and provides learning opportunities for 25,000 adults. The service has recently been awarded the Charter Mark.

In relation to students with learning difficulties and their tutors, here are some of the main points:

- supported integration is at the heart of the operation although discrete courses are also on offer to students,
- an Integration Officer is employed with a remit to support students and tutors, (This post is currently under review.)
- there is good liaison between special needs and mainstream tutors via staff meetings,
- staff have been trained in dealing with epilepsy and in health and safety issues - 'safe starting points for tutors; they worry about the physical aspect of the work',
- there is no specific initial training for tutors working with adults with learning difficulties,
- FEU learning support packs are used for in-service training of tutors.

Oxfordshire

Unlike Croydon, Oxfordshire operates a devolved system of adult education. Like Croydon, it has decided to prioritise integration in its non-Schedule 2 provision for adults with learning difficulties. To facilitate integration, the LEA employs what it calls 'New Ways' co-ordinators and these people provide some training for tutors; mainly awareness raising sessions. To support integration, the Authority has produced a resource pack and video, *Who Chooses?*, which is available for purchase by other LEAs/institutions. The contact said that she thought there was a need for a regional workshop on teaching communication skills.

Coventry

There is not much formal training going on in Coventry but the authority is hoping to trial the NIACE material (see above for details) this summer. The LEA operates a befrienders scheme which, like Oxfordshire, it calls 'New Ways' and also employs co-ordinators to organise the scheme. These organisers hold regular meetings with volunteers and tutors and any issues are picked up at these meetings. The Authority has produced a 'New Ways' pack which contains ideas for organisers and co-ordinators. The Authority has kindly supplied a copy of the pack to this project. Volunteers and tutors have been offered a C&G 9282 course specially modified to focus on adults with learning difficulties.

Dorset

Dorset's arrangements for helping adults with learning difficulties into mainstream provision is called a 'Linking Scheme' and its co-ordination is part funded by Social Services. There is no expectation that AE tutors will do any specialist training though the induction of new tutors includes information about the Scheme.

North Yorkshire

North Yorkshire reports that 'tutors could do with some training' and is looking at the possibility of buying in one or two seminars. Some Sports Centres in the county offer courses on working with adults with learning difficulties.

South Glamorgan

South Glamorgan has established a number of self-advocacy groups and developed an accredited training package for the facilitators of these groups. This package has been validated through the Welsh Joint Examination Committee and consists of a 40 hour specialist module of a Cert. Ed. (FE) which parallels the mainstream programme. The Authority also offers an introductory course for people who want to work with adults with learning difficulties. This introductory course runs for 12 sessions and currently is not

accredited although it seems likely that OCN accreditation will be sought in the near future. These programmes are supplemented by one-off in-service events.

Northamptonshire

Northamptonshire employs a County Co-ordinator for Provision for Students with Disabilities and much of her work is concerned with providing training opportunities for tutors or volunteers who support disabled students in mainstream classes. To complement the training events the Authority has produced a self-access pack for adult education tutors, with accompanying video, and also an introductory leaflet and video for volunteers. The teaching pack is available for purchase - £5, as is the volunteer material - £1.

North-West Link Up

This is not a LEA initiative but a very active network of providers linked and supported by a HE institute. For an annual subscription each member gets guaranteed access to at least 10 training events a year, an annual conference, a newsletter and a telephone help line. As far as the researcher is aware, there is nothing like this in the south-east and it may be that there is some scope for a similar initiative.

NATIONAL VOLUNTARY ORGANISATIONS

There are many national organisations active in this field (see Resources section) offering a variety of services including publications, training materials, training events and consultancy. They include:

Change: Council for People with Learning and Sensory Disabilities

Change is a national organisation which represents organisations concerned with the rights of people with learning and sensory disabilities. It offers, on a membership or consultancy basis, information, policy advice, networking, training (particularly with reference to communication skills and advocacy) and help to organisations wishing to set up user forums.

Values Into Action

Also a membership organisation, VIA works to promote the health, educational and social services which uphold the right of people with learning difficulties to be included in the opportunities and facilities enjoyed by other citizens. VIA offers consultancy and training events, including workshops on the principle of 'normalisation', and 'community connections' workshops to promote local co-operation in supporting the social integration of people with learning difficulties. It will also provide speakers for conferences and meetings.

SKILL: National Bureau for Students with Disabilities

Skill is perhaps the best known national organisation working in this field. Its work is specifically concerned with further education, adult education, higher education, vocational training and the transition to employment. It "acts as a national resource for students with disabilities and learning difficulties, their families and friends, and professionals who work with them" ,and a very formidable resource it is too. As well as a whole variety of publications, SKILL holds regular staff development events and supports regional branches which support networks and organise events.

SCOPE: For People With Cerebral Palsy

Scope, formerly known as The Spastics Society, provides a wide range of services (life-education, employment, housing, welfare and leisure), publications and materials for people with cerebral palsy and for their carers and others who work with them.

III. TRAINING: THE LOCAL PICTURE

The following information results from contacts made by telephone or by visits to as many local organisations as time would allow. There may well be other groups or organisations which could have been included in this section and their exclusion is no comment about their worth.

Carousel

This is a Brighton based organisation which works in the fields of music, voice, movement, art and drama. Among other things it offers a nine week, two mornings a week training programme for people who are unemployed or who work part-time The course offers training in a variety of creative art forms, non-verbal communication and disability issues and provides training and practical experience in creative art work with people with learning difficulties. The next programme begins on 2 May, 1995.

Artability

Artability is an arts organisation working with people with disabilities in Kent, Surrey and Sussex. Its aim is to increase opportunities for people to participate in the arts and as such it acts as an interface between artists and participants. It provides training programmes, sets up art projects in Day Centres and acts as an information, advice and support resource for individuals and groups involved in the arts and disability.

Brighton and Hove Area Group Housing Association

BHAGHA, a large organisation, is a 'learning disability service'. It runs a number of group homes and manages community support services for people in their own homes. It employs 250 staff, including sessional workers, and has its own staff training manager. It has no links with Day Centres.

The organisation works to a clear philosophy which is to do with empowerment and a belief in a broad view of the purpose of education. This is also emphasised in its view about training as expressed to me by one of its full-time staff:

> *...empowerment should be emphasised in all training for tutors ... people first, skill second*

There are a number of staff who have enrolled for a C&G 7307 course of teacher training but I was told that they would "jump at a more relevant

qualification". It should also be noted that the Training Officer would be very interested in being involved in the training of educators.

Further Education Colleges

The views of tutors and co-ordinators have been documented elsewhere in this report but not those of 'trainers'. Trainers from two of the four Colleges in East Sussex which have teacher education programmes were interviewed. They were both very aware of the lack of provision for tutors of adults with learning difficulties and in one case the College is planning to offer training but is awaiting the outcome of this report. Both trainers wanted to see no separation or distinction between the training needs of tutors working in Schedule 2 and non- Schedule 2 provision. (Since the remit of this research was for the latter group only no comment can be made which stems from empirical evidence; on other counts, there seems little reason to disagree.) Both also wanted to point to the Training and Development Lead Body standards which are becoming increasingly influential in driving College staff development.

The City and Guilds 7307 (Further and Adult Education Teachers' Certificate) is offered at four FE Colleges in the county: Brighton, Eastbourne, Hastings and Lewes. Brighton also offers the Certificate in Education (FE), and Hastings the Certificate in Education (Post Compulsory).

The Local Education Authority

Responsibility for 'special needs' work at county level is split on the basis of age of student between the Schools section (up to 19 years) and the Community Education section (19+ years). Two senior officers were consulted and enquiries were made of staff working in the Schools and Training sections.

East Sussex has built up a good reputation for its support of training and staff development for adult education tutors and its willingness to commit resources for this purpose. All AE tutors get financial assistance to attend C&G 7307 courses, for example. Many of the contacts made during this project were quick to praise the LEA for having commissioned this research.

The following comments were made:

- there is no system in place at present for monitoring the non-Schedule 2 work but active consideration is being given to building this into the new contracts;

- Special Schools are likely to have staff who could contribute to training adult tutors. They also have staff who need training and there could be a market here if the quality of the training could be guaranteed;

- County is hardly a training provider in adult education any more - most of the work is contracted out or takes the form of support for individuals.

This research was commissioned by the Community Education section of East Sussex County Council and was managed by a Steering Group consisting of:

Pam Coare, CCE

Jill Harris, ESCC

Al Thomson, CCE

Community Colleges are putting on pressure to get all of the training budget devolved;

- Voluntary organisations have trainers or access to trainers;
- Area consortium groups are needed to sort out which students go where.

The Schools and Training sections confirmed that all training provided or secured by County other than through Community Education was aimed at primary and secondary staff and classroom assistants and was unlikely to be suitable for adult educators.

The University Of Brighton

The University of Brighton operates a Teacher Award Scheme (TAS) which offers accreditation at Certificate (Certificate in Applied Professional Studies - CAPS) and Diploma (DAPS) levels and which links with the national Credit Accumulation and Transfer Scheme (CATS): each CAPS course is worth 40 CATS points.

CAPS credits can be obtained at three levels and each accredited course must consist of 30 hours of study plus a piece of written work of 2500-3000 words or an equivalent. Anyone running an external course can submit a proposal for CATS approval.

The University offers a wide range of courses within the scheme including a Diploma in Special Educational Needs. Information was proffered that the SEN courses are all strongly school oriented.

The University of Sussex

The University Centre for Continuing Education is much involved in work with adults with learning difficulties. It is in receipt of funding from the LEA to run provision and it facilitates a practitioners' group (mailing list of 50 people) which meets every term.

CCE also offers a Diploma in Advocacy and Empowerment which, while not being specifically for those working with adults with learning difficulties, attracts people who work in this field.

The Tizard Centre, University Of Kent

The Tizard Centre describes itself as; "...one of the leading academic groups working in learning disability and mental health services in the UK." It offers a programme of consultancy and research and provides short courses and degree and diploma programmes at the University of Kent.

The Centre has also produced a number of video training packs under the title 'Bringing People Back Home', which are available from Pavilion

Publishing (see Resources section). Each of these packs can be used to structure a one-day workshop and titles include:

- Developing Communication Skills
- Teaching New Skills
- Understanding and Responding to Difficult Behaviour

Institute Of Education: University Of London

The Institute offers an Advanced Diploma in Special Educational Needs which was attended and highly commended by one of the respondents in this research. It is perhaps indicative of the change in climate in FE College in-service training that only one of the applicants for the next course is from FE.

IV. ANALYSIS OF CO-ORDINATORS' RESPONSES

A questionnaire was sent to 11 co-ordinators - 4 in Further Education Colleges, 6 in Community Colleges and 1 in Higher Education - and replies were received from 10 of them. In the information which follows, any numbers given in brackets refer to the number of times a response was noted. Where prompts were provided in a question this is noted.

Interviews were also conducted with all of the 10 respondents and the additional information gained from these is incorporated into the subsequent comments.

PART 1: OWN ROLES AND TRAINING NEEDS

Question 1: describe the work you do co-ordinating ALDD provision

- Devising a programme and developing the curriculum [10]
- Liaising [7]
- Supporting tutors [7]
- Evaluating provision [5]
- Securing and monitoring funding [3]
- Finding and selecting students [2]
- Assessing local need [2]
- Advertising the programme [1]
- Providing training [1]
- Bridge between College and community [1]
- Equipping the unit [1]
- Provide refreshments [1]
- Attend meetings [1]
- Raise the profile of ALDD work [1]

Comment: In giving brief answers some information was hidden. For example, the response 'devising a programme' was used as a catch-all by some respondents and included, liaising with other agencies, even though this had not been specifically mentioned. There were no significant differences between those working in FE and those working in Community Colleges.
It is worthy of note that only 1 co-ordinator reported providing training for tutors.

Question 2: what general training for teaching have you had?

- B. Ed./Cert. Ed. (school) [5]
- Cert. Ed. (post-compulsory) [1]
- C & G 730 [2]
- None [2]

Comment: The FE/HE co-ordinators were more highly qualified than those in Community Colleges though mainly (4 out of 5) with the pre-18 age group.

Question 3: what specific training have you had for work with ALDD?

- Adv. Dip. Special Needs [1]
- Cert. Ed. (Special Needs) [1]
- Short courses [2]
- None [6]

Comment: It is striking that 6 co-ordinators have had no training for this work: 5 of these 6 work in Community Colleges. Several references were made to 'experience' and this should not be overlooked and could perhaps be accredited.

Question 4: have you done any other relevant training?

- MSW [1]
- M. Phil. [1]
- ABE training [1]
- Management training [1]
- Short courses [1]
- None [5]

Comment: Of the 5 who reported no other relevant training, 4 are in Community Colleges.
Taking the last three questions together, it is clear that those in Community Colleges are much less well prepared by training for this work than are those in FE/HE. 2 CC co-ordinators reported no training whatsoever while 4 had no training at all in ALDD work or anything relevant to it.

Question 5: Issues/problems that you would welcome help with

- Training for tutors [3]
- Inf. about other provision/innovatory work [2]
- Suitable programmes/courses [2]
- Inf. about resources [1]
- Inf. about current research [1]

- Funding [1]
- Quality assurance [1]
- Definition of role [1]
- Liaison [1]
- Confidentiality [1]
- Schedule 2/non-Schedule 2 [1]
- Levels of disability [1]
- Rationale for work [1]

Comment: The answers to this question need to be considered alongside those for Q.8 - which both appear to have been interpreted in quite similar ways. One person suggested that a Handbook for Co-ordinators would be an extremely useful document.

Question 6: where do you look to for help and support?

- Line manager [5]
- Care staff [5]
- Colleagues [4]
- Tutors [2]
- Library [1]

Question 7: any training courses to which you would like access

- No [10]
- Social Services courses [1]
- 730 and Cert. Ed. [1]
- Research degree [1]

Comment: The follow-up interviews confirmed that the high number of responses in the 'no' box is more a reflection of lack of information and lack of provision in this area than of lack of interest.

Question 8: what sort of tailor-made training would you like (content)?

- Funding issues [4]
- (OCN) accreditation [4]
- Assessing and meeting local need [3]
- Networking [3]
- General re. special needs [2]
- Quality control [2]
- Integration [2]
- Keeping up to date [2]
- Management training [1]
- Equal opportunities. [1]
- Developing the curriculum [1]

- Role of the co-ordinator [1]
- Visiting Day Centres [1]
- Supporting tutors [1]
- Schedule 2/non-Schedule 2 issues [1]
- Medical/legal issues [1]

Question 9: duration and outcome of any training

- Workshops [7]
- Day events [5]
- Short courses [2]
- Videos [1]
- Qualification bearing [1]
- No reference to qualification [9]

Comment: 3 people made reference to joint training (with Health and Social Services). None of the Community College co-ordinators reports looking for a qualifying training in this specialist area: this was not confirmed by subsequent discussions.

Question 10: Timing of training

- Midweek day [3]
- Weekend [3]
- No preference stated [3]
- Any [1]
- Midweek evening [1]
- Distance learning [1]

PART 2: TRAINING NEEDS OF TUTORS

Question 1: Main issues/problems with which tutors need help

- Mixed ability [3]
- Updating [2]
- Teaching skills [2]
- New ideas [2]
- Assessment/recording [2]
- Equipment/materials [2]
- Accreditation [2]
- Training for mainstream tutors [1]
- Communication/signing [1]
- Is it really teaching? [1]
- Managing ancillary help [1]

- Behaviour issues [1]
- Progression [1]
- Networking [1]

Question 2: How can help best be provided?

- Short courses [5]
- Workshops [2]
- Visiting (day centres) [2]
- Meetings/networking [2]
- Booklet and/or video [2]
- Models of good practice [2]
- Integrate into general AE training [1]
- Distance learning [1]
- CCE [1]
- C&G 730 Special Needs [1]
- Shadowing [1]
- Mentoring [1]
- Don't know [1]

Question 3: Does your organisation provide any training for tutors?

- No [7]
- Tutors' meetings [2]
- Awareness raising sessions [1]

Comment: This confirms the evidence from Q1 in Part 1; co-ordinators do not see their role as providing training for tutors.

Question 4: What sort of training would you like to see offered?

- No suggestion [4]
- Workshops/short courses [2]
- Accredited training [1]
- Training for new tutors [1]
- Something like ABE [1]
- Art/music therapy [1]
- Dyslexia [1]
- Basic skills [1]
- Communications/signing [1]
- Joint training [1]
- Coping with mixed ability

Question 5: Know of any training that you would like offered locally?

- No [6]
- C & G Care Course [1]
- C & G 731/4 [1]
- Ad Dip Special Ed (London) [1]
- C & G 7402 [1]

Comment: There is considerable confusion about the various City and Guilds courses and their numbers. (See section on City and Guilds for clarification.)

Question 6: Other comments

- Client group has changed as result of 'Care in the Community' - students attending courses were more able before the legislation
- Social Services are not easy to work with - very negative
- Special needs has been a "cushy" area for tutors - no preparation, no checks
- Money should be delegated for Colleges to develop their own programmes of training
- Tutors are very isolated
- Tutors are committed
- No student profiles available from care staff
- Recognise skills of day centre staff - APL and use as trainers
- New contracts (FE) mean that some full-time staff are being expected to fill their timetables with work with students with learning difficulties at expense of experienced part-time tutors
- Moving away from "leisure" courses to attract FEFC funding
- Staff needs sometimes different to institutional needs - staff needs should be paramount
- Need to know if specific training will become funding requirement
- Better if County not College programme of training
- "Integration is cods wallop"

Comment: This list reflects a number of contradictions and tensions that were also prominent in the interviews.

V. ANALYSIS OF TUTORS' RESPONSES

A questionnaire for tutors was sent to all of the 11 centres which were, at the time of the research, receiving funding from the LEA. Co-ordinators were asked to distribute these questionnaires to their tutors. Replies were received from tutors in 10 centres - 5 Community Colleges (CC), 4 Further Education Colleges (FE), and 1 University (HE).

Follow-up meetings (group and individual) involved 20 tutors and the additional information gained from these is incorporated into the comments which follow some sections and into the 'Findings' and 'Recommendations'.

In the information which follows, any numbers given in brackets refer to the number of times a response was noted and any prompts are indicated.

Question 1: Number of hours per week spent teaching ALDD

	CC	FE/HE
1.5hrs		1
1.75hrs		1
2hrs	5	15
2.5hrs		2
3hrs	1	
4hrs		5
5hrs		1
6hrs	2	3
7hrs	2	
8hrs		2
9hrs	1	1
10hrs	1	2
11hrs		1
12hrs		1
22hrs		1
26hrs	1	

Comment: There was no significant difference between FE/HE- and CC-based tutors. The mode was 2 hours (20 tutors) and the mean was 5.4 hours. There were 2 tutors, 1 from FE and 1 from CC, reporting very substantial teaching loads (22 & 26 hours). There was some evidence in subsequent meetings that staff at one CC based service had substantial hours that were not reported due to a narrow interpretation of the question.

Question 2: Number of years' experience in ALDD

	CC	FE/HE
1yr	8	8
2yrs	3	6
3yrs	1	3
4yrs	1	5
5yrs	1	4
6yrs		2
8yrs		1
9yrs		2
10yrs		2
12yrs		1
>12yrs	1	2

Comment: There was a significant difference in experience between those tutors teaching in FE/HE and those teaching in CC; the CC tutors have less experience. The mean for FE is 4.7 year and the mean for CC is 1.9 *if* the one tutor reporting 22 years' experience is excluded. 16 tutors (19 per cent) have been teaching in this field for 1 year or less, and 24 (28 per cent) for less than 3 years.

Question 3: What taught [no. of tutors]

- Art/craft/woodwork [18]
- Basic skills/communication [15]
- Computing/word processing [6]
- Cookery [6]
- PE/games/swimming/music & movement/yoga/body awareness [6]
- Community skills [5]
- Personal presentation/self-advocacy/assertiveness [5]
- Daily living [5]
- Music [4]
- Horticulture [2]
- Local history [1]
- Photography [1]
- Environmental studies [1]
- Employment skills [1]
- Making newspaper and video [1]

Comment: Not unexpectedly, the range of the curriculum in FE/HE is wider than that in CCs. 40 per cent of the work in CCs falls under the banner 'art/craft/woodwork'.

Question 4: What general training for teaching have you had?

- Qualified teacher (school) [15]
- C & G 730 [10]
- Cert. Ed (post-compulsory) [10]
- None [7]
- C & G 9282/3/5 [3]
- Danish teachers' certificate [1]
- *BA (PES)*
- West Sussex CC AE teachers' certificate [1]
- Relate [1]
- RSA Teaching in F & AE [1]
- Keep Fit Association [1]
- British Wheel of Yoga [1]
- Diploma in Speech & Language Therapy [1]

Comment: Of the 35 FE tutors, 18 (51 per cent) are qualified teachers of adults (C & G 730 or above). Of the 15 CC tutors, 2 (13 per cent) are qualified teachers of adults. Of the FE tutors, only 3 (9 per cent) have no teacher training whatsoever, whereas of the CC teachers 5 (33 per cent) have none.

Question 5: What ALDD-specific training have you had?

- None [38]
- ABE training (e.g. C & G 9282/3) [3]
- Short courses [3]
- Artability [3]
- Part of teaching qualification [2]
- Dip in Speech Therapy [1]
- Dip for Teacher/Instructor (no longer exists) [1]
- Adv. Dip in Drama & Movement Therapy [1]
- Experience [1]

Comment: These figures speak for themselves and demonstrate most clearly the need for training and the absence of opportunity. The researcher was told on two separate occasions that tutors had been guided towards ABE (adult basic education) training but this had proved unsuitable for their needs.

Question 6: Any other relevant training?

- None [27]
- Short courses [6]
- Counselling skills [6]
- Experience [5]
- Makaton [4]
- Nursing [1]

- ABE [1]
- Librarian training [1]
- EFL [1]
- Books [1]
- Observation [1]

Comment: Taken together, questions 5 and 6 paint a bleak picture of specialist preparation for ALDD work. 46 per cent of tutors report no ALDD and no other relevant training.

Question 7: Issues/problems with which you would welcome help

- Range of ability/meeting individual needs [10]
- Liaison/lack of network [7]
- Availability/suitability/level of material [7]
- None [7]
- Communication (Makaton etc.) [6]
- Information about students [6]
- Managing ancillary help [4]
- Effective teaching strategies [4]
- Assessing ability [2]
- Handling affection/sexuality [2]
- Poor facilities/lack of storage space [2]
- Dealing with psychological problems [1]
- Integration [1]
- Recording/evaluation [1]
- Moral issues [1]
- Time [1]
- Motivating students [1]
- New ideas [1]
- Accreditation [1]
- Independence

Comment: The replies to this question should be read in conjunction with those to question 10.

Question 8: Where do you look to for help & support?

- Line-manager/co-ordinator/unit [19]
- Colleagues [19]
- Care staff [11]
- Nowhere [9]
- Books [4]
- Self [3]
- Outside agency [2]
- Trainer [1]
- ABE network [1]
- Don't need any [1]

Comment: The number of people reporting 'care staff' both here and in the co-ordinators' responses is significant and worth dwelling on wnen it comes to planning training.

Question 9: Know any training courses to which access desired?

- No [42]
- Would like inf. about [6]
- C & G 9282 [2]
- Special needs co-ordinator's course if existing [1]
- G & G unspecified [1]
- C & G 7401 [1]
- C & G 7321 [1]
- Music Therapy [1]
- Sensory space training [1]
- C & G 730/Cert. Ed [1]
- Gamelan [1]

Comment: As evidenced by the follow-up interviews, the number of 'no' responses is indicative of the absence of local provision and information about training rather than a reluctance to consider training.

Question 10: Suggested content of local tailor-made training

- Behavioural issues [21]
- Progression (and recording it) [18]
- Curriculum development/updating [15]
- Integration [11]
- Managing support [10]
- Learning materials/aids [8]
- Mixed ability/developing potential [6]
- Networking/inter-agency [5]
- Ideas for sessions (and exchange of) [4]
- Numeracy/literacy/language development [4]
- Art/music therapy workshops [4]
- Visits [3]
- Communication [3]
- Makaton/signing [2]
- Types and levels of disability (inc. medical conditions) [2]
- Counselling [2]
- Assessment and accreditation [2]
- Self-advocacy [2]
- Diagnostic and remediation reading strategies [1]
- ALDD issues [1]
- Using video [1]
- Understanding students' perceptions [1]

- Dyslexia [1]
- Drama workshops [1]
- Group dynamics [1]
- Setting up a multi-skills workshop [1]
- Using IT [1]
- Developing training skills [1]

Comment: The high numbered responses are those where prompts were provided in the questionnaire.
Taking questions 7 and 10 together and account of the comments made subsequently, indicate that the schedule of training content set out in 'A Special Professionalism' (HMSO 1987) and later as an appendix to this report, provides an appropriate syllabus for any training recommendation.

Question 11: Duration and outcome of training

- Workshops [20]
- Short courses [19]
- Day events [19]
- Long courses [4]
- Not workshops [2]
- Open to suggestions [1]
- Meetings [1]
- No reference to qualification [33]
- Qualification [17]
- No qualification [1]

Comment: The number of tutors looking for 'qualifying' training is quite similar in both FE/HE and CCs (34 per cent and 40 per cent respectively). 'No reference to qualification' cannot be read as no desire for qualification.

Question 12: Timing of training

- Weekend [25]
- Mid-week day [18]
- Mid-week evening [17]
- Too busy/too late! [3]
- Consider any [2]
- Vacation [1]

Comment: The number of tutors prepared to be trained at the weekend - 46 per cent of FE/HE and 60 per cent of CC staff is noteworthy.

PART THREE: THE APPENDICES

APPENDIX 1

Criteria For Colleges To Bid For Special Needs Funding From The LEA

Students

- Must be over 19 years of age
- Must have had statements of SEN when at school, or medical verification of current special need
- Must be normally resident in East Sussex (including in residential/sheltered accommodation)

Courses

- Must be outside Schedule 2 criteria of F&HE Act
- Must use qualified tutors or equivalent
- May require ancillary assistants/technicians
- Must have minimum of five students per tutor group
- Should include some use of campus facilities (library, refectory)
- Should provide certificate of satisfactory completion/achievement
- Must involve, as a minimum, one full day per week for at least 10 weeks or equivalent
- Must be planned on evidence of needs identification, likely outcomes and evaluation methods
- Must be the result of inter-agency collaboration inc. voluntary organisations.

Funding

To be used for tutorial and support staff and:

- use/hire of premises (where additional expenditure actually incurred)
- purchase/adaptation of equipment and materials
- transport (where necessary)
- visits/residentials forming integral part of course
- minor building adaptations
- approved in-service training for staff

APPENDIX 2

Further and Higher Education Act 1992: Schedule 2

(a) courses leading to vocational qualifications recognised by the Secretary of State

(b) courses leading to GCSE, A-level and AS-level qualifications

(c) recognised courses providing access to higher education

(d) courses preparing students for other courses which fall into categories (a) to (c)

(e) courses for basic literacy in English

(f) ESOL courses

(g) courses to teach basic principles of mathematics

(h) in Wales, courses for proficiency or literacy in Welsh

(j) courses designed to teach independent living and communication skills to those having learning difficulties

APPENDIX 3

Elements Of Effective Provision

In "Adults with Learning Difficulties" Jeannie Sutcliffe summarised the elements of effective provision. These are endorsed by NIACE and would make a good starting point or check list for planning at LEA and institution levels.

- A student-centred approach, based where possible on negotiated learning, in which students make their own decisions about what they learn and how.
- An adult approach, which recognises the elements of adult status through mutual respect, the use of adult materials and activities.
- A wide range of learning options based on student interest and strengths.
- The use of real-life materials and situations; adults learn more easily when learning is based on real-life experiences because transfer of learning from artificial situations is limited.
- Real opportunities for developing self-advocacy skills, choices, decision-making and independence.
- Setting learning in a multi-agency framework where relevant so that agencies and professionals can plan together coherently and work towards reducing the barriers to learning.
- An emphasis on progression; without it motivation is stifled and rewards are thinner.
- Integration with other adults as equals - whether learning in a classroom or factory.
- A staff support network; staff need to be well supported and to feel that their work and their students are valued.
- Establishing and maintaining high quality educational provision.
- The recognition that the process of learning is sometimes as important as the product, and that learning how to learn is an important prerequisite for independence.

APPENDIX 4

Outline Syllabus For Co-ordinators' Training Programme

The following proposals are made following a process of putting together the comments made by co-ordinators with the suggestions made in *A 'Special' Professionalism.*

Taking into account the problem of the time demands on co-ordinators who are also general managers within Community Education, the scope of this syllabus and the urgency to provide some training, the suggestion is that this programme should be delivered over 30 hours. This period should cover contact and non-contact time. Consideration should be given to seeking accreditation for this programme within the CAPS scheme of the University of Brighton.

- Resource negotiation and management - including reference to Schedule 2/non-Schedule 2 distinctions.
- Networking and inter-agency working - who with and what for.
- Policy - establishing, implementing and monitoring.
- Issues of discrete and inclusive provision.
- Advocacy and self-advocacy.
- Developing the curriculum - including suitability of programmes and ideas for innovation.
- Securing quality - including supporting teachers, progress and progression, students' views.
- Developing staff.
- General awareness raising - including health and safety issues.
- Resources - what is available and from where.
- Visit(s) to Day Centres.

Although focused on learning difficulties it is likely that this programme would be of more general use to managers.

APPENDIX 5

Resources And Contacts

Name	Address	Telephone/Fax
Artability	St James' Centre Quarry Road Tunbridge Wells Kent TN1 2EY	01892-515478/ 01892-514719

see Local Picture section for more information

British Institute of Learning Disabilities	Frankfurt Lodge Clevedon Hall Victoria Road Clevedon Avon BS21 7SJ	01275-876519/ 01275-343096

Produces the British Journal of Learning Disabilities, a quarterly learning disability bulletin, and a journal called Mental Handicap Research. It also offers a 4-page list of publications mainly aimed at social workers but some of which could be useful for education (e.g. 'overcoming difficult behaviour').

Carousel	40 Upper Gardner St Brighton BN1 4AN	01273-570840

see Local Picture section for more information

Central Council for Education and Training in Social Work Information Service	Derbyshire House St Chads Street London WC1H 8AD	0171-278 2455/ 0171-278 2934

CCETSW produces a list of its publications which includes a section on Learning Difficulties. A booklet called 'Learning Together: shaping new services for people with learning disabilities' offers practical advice to training staff to work across professional boundaries - cost £10

CHANGE: Council for People with Learning Difficulties	Philipa Bragman (co-ordinator) 11-13 Clifton Terrace Finsbury Park London N4 3SR	0171-272 7774/ 0171-272 6012

See section on Voluntary Organisations for more information

Further Education Unit	Citadel Place Tinworth Street London SE11 5EH	0171-962 1280/ 0171-962 1266

See section on The National Picture for more information.
Two packs which would be a useful resource for trainers:
1) Learning for Life: a pack to support learning opportunities for adults who have profound intellectual and multiple physical disabilities - £12.50
2) A New Life: transition learning programmes for people with severe learning difficulties who are moving from long-stay hospitals into the community - £20.00.

Institute of Education	London University 20 Bedford Way London WC1H 0AL	0171-580 1122
King's Fund Centre	126 Albert Street London NW1 7NF	0171-267 6111

This Centre supports innovations in the NHS and related organisations, and encourages the spread of good ideas and practices. The Centre has a Library and Information Service which is open for use - appointment preferred.

MENCAP National Centre	123 Golden Lane London EC1Y 0RT	
Norah Fry Research Centre	3 Priory Road Bristol BS8 1TX	0117-923 8137/ 0117-946 6553

This Centre is involved jointly with NIACE in reviewing the impact of the 1992 F&HE Act

Open University	PO Box 625 Milton Keynes MC1 1TY	

see National Picture section for more information

Open University South-East Region	St James's House 150 London Road East Grinstead RH19 1ES	01342-327821

Pavilion Publishing	8 St George's Place Brighton BN1 4ZZ	01273-623222/ 01273-625526

Pavilion Publishing has an extensive catalogue of publications and material of relevance to people in social work and related fields. It also has a Conference and Seminars Unit which mounts conferences all over the country and which will respond to requests for training events. Pavilion also distributes the 'Bringing People Back Home' series

People First	Instrument House 207-215 King's Cross Rd London WC1X 9DB	0171-713 6400
SCOPE: For people with Cerebral Palsy	12 Park Crescent London W1N 4EQ	0171-636-5020/ 0171-436-2601

See National Picture for more information

SKILL: National Bureau for Students with Disabilities	336 Brixton Road London SW9 7AA	0171-274 0565/ 0171-274 7840

Membership of SKILL brings with it: copies of Educare; copies of SKILL newsletter; access to training events and conferences.
SKILL publication list includes Information Sheets on a wide variety of topics and with abundant references to sources of help/information. It also includes resource packs for staff development.

The Tizard Centre	Beverley Farm The University Canterbury Kent CT2 7LZ	01227-764000/ 01227-763674

see Local Picture for more information

University of Brighton	Teacher Award Scheme Nita Farmer (Administrator) A209 Alfriston House School of In-service and Professional Development Falmer, Brighton BN1 9PH	01273-643389/ 01273-643390

see Local Picture for more information

Values Incorporated	59b Rollo Road Hextable Kent BR8 7RD	01322-614659

Values Incorporated is an independent training and consultancy service "founded on a deep respect for all people". It is a prime mover in advancing the concept of Gentle Teaching.

Values into Action	Oxford House Derbyshire Street London E2 6HG	0171-729 5436/ 0171-729 0435

See section on Voluntary Organisations for more information

APPENDIX 6

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